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## THE CENTRAL DIVISION MEETING.

The tenth annual meeting of the Central Division was held at Northwestern University, December 28, 29, 30, 1904. All the regular sessions were held in the Northwestern Building in Chicago. Professor A. R. Hohlfeld, Chairman of the Division, presided at all.

The Local Committee made, with other learned bodies meeting in Chicago at the same time, an arrangement by which reduced rates were secured from all railroads.

### FIRST SESSION, WEDNESDAY, DECEMBER 28.

The Division was called to order at 8.30 p. m. The address of welcome on behalf of Northwestern University was delivered by Professor John Henry Wigmore, Dean of the School of Law.

The Chairman of the Division, Professor A. R. Hohlfeld, of the University of Wisconsin, addressed the Division on the subject: "The Teaching of Modern Foreign Literature."

The acting Secretary of the Division, Professor E. E. Brandon, of Miami University, made his report.

On motion, the subject of changing the name of the Division was referred to a committee.

### SECOND SESSION, THURSDAY, DECEMBER 29.

The Chairman called the Division to order at 9.30 a. m., and announced the following committees:

- (1) To consider the proposed change of name : Professors J. V. Denney, N. C. Brooks, and A. E. Jack.
- (2) To nominate officers : Professors T. A. Jenkins, C. C. Ferrell, A. H. Thorndike, A. G. Canfield, and H. B. Almstedt.
- (3) To recommend a place for the next annual meeting : Professors J. S. Nollen, F. G. Hubbard, H. A. Vance, F. C. L. van Steenderen, C. von Klenze.

The reading and discussion of papers was then begun.

1. "Sir Iwain and Folk-Tales of Helpful Animals." By Professor Arthur C. L. Brown, University of Wisconsin. [See *Publications*, xx, 4.]

[This paper compares the story of the helpful lion in Chrétien's *Ivain*, and in its Mediæval English translation *Iwain and Gawain*, with helpful animal episodes in Celtic tales. The object of the paper is to make it appear probable that the thankful lion is not, as Professor Foerster and others have supposed, an addition made by Chrétien de Troyes, but was suggested to him by something in his presumably Celtic original.—*Fifteen minutes*.]

This paper was discussed by Professors Rambeau, Blackburn, and Hohlfeld.

2. "The Teaching of Modern Languages in the American High School." By Dr. A. Rambeau, Director of Foreign Language Instruction, Manual Training High School, Kansas City, Missouri. [Printed in *Die neueren Sprachen*, xiii, 4.]

[The American High School compared with the German "Realschule" and "Oberrealschule." The results of modern language instruction in the German "Realschulen," and the "Reform Method." The movement in France, and views of M. Leygues as Minister of Public Instruction. The work done by Professor Grandgent as Director of Modern Language Instruction in the public schools of Boston. The elective system in High Schools.

Spanish since the Spanish-American war.—French and German, in our High Schools, *the modern languages par excellence*. The value of French

and German instruction compared ; East and West.—The practical aim of modern language instruction in the analogous schools of Germany, France, England, and America. A few details of the modern language program in our High Schools.

Two important questions closely connected with instruction in foreign modern languages in High Schools : (1) the knowledge of the maternal language, obtained in the Ward schools ; (2) the College entrance requirements.—*Twenty minutes.*]

This paper was discussed by Professor Hohlfeld.

3. "Chateaubriand's Relation to Italian Writers." By Professor B. L. Bowen, Ohio State University.

[Chateaubriand as a traveler and his several visits to Italy ; his command of Italian and interest in Italian writers ; their influence as reflected in his works, notably in the *Mémoires d'outre-tombe* ; his appreciation of Dante, Ariosto, Tasso, Alfieri, Pellico, and others ; conditions which affected his attitude towards these writers.—*Twenty minutes.*]

This paper was discussed by Professors van Steenderen and Rambeau.

4. "Relation of Addison to La Bruyère." By Professor Edward Chauncey Baldwin, University of Illinois. [See *Publications*, XIX, 4.]

[The reasons for believing that Addison was influenced by La Bruyère are five. First, Addison was almost certainly familiar with La Bruyère's *Caractères* ; for he knew the French language, had read exhaustively in French literature of the seventeenth century, was associated with men who knew La Bruyère's work, and certainly had read an English translation of La Bruyère's version of Theophrastus. Secondly, Addison's manner of writing *Characters* resembles, in the degree of individualization that he gives them, that of La Bruyère, and does not resemble that of any English writer of *Characters* who had preceded him. Thirdly, Addison's sentence structure often shows a marked variation from his more usual method, this variation being in the direction of the epigrammatic balance characteristic of La Bruyère. Fourthly, Addison's style resembles in its occasional malvolence the mordant quality of La Bruyère's. Finally, certain citations made from the work of the two authors seem to show more than an accidental likeness. The conclusion reached is that Addison wrote his *Characters* under the influence of La Bruyère.—*A summary only was presented.*]

This paper was discussed by Professors Liberma and van Steenderen.

5. "Folk-Song in Missouri." By Professor Henry Marvin Belden, University of Missouri. [Cf. *Modern Philology*, II, 4.]

[I. Of the British ballads given in Child's collection at least these are known in Missouri: *Barbara Allen*, *The Two Sisters*, *Lord Thomas and Fair Annet*, *Fair Margaret and Sweet William*, *James Harris*, *Lady Isabel and the Elf-Knight*, *The Jew's Daughter*, *Lord Lovel*, a fragment of *Sir Lionel*. There are also many sentimental and gallows-pieces, some of them native.

II. These ballads were not learned by the singers or reciters from print; yet some of them at least now circulate in print in Missouri.

III. Those in whose mouths the ballads are found make apparently no distinction between a 'folk-ballad' and later sentimental and literary productions that have passed into their repertory; all are alike popular.—*Twenty minutes.*]

This paper was discussed by Professors Blackburn, Lewis, McClintock, and Hohlfeld.

6. "Gustav Frenssen's Attitude toward Education." By Dr. Warren Washburn Florer, University of Michigan.

[This paper will endeavor to explain Frenssen's "Bruch mit der Wissenschaft," as seen in his writings, published sermons and statements. Education according to Frenssen is primarily dependent upon an independent "Weltanschauung," derived from personal observation of nature and human life. He insists that the school shall be adapted to the practical needs of the people, being opposed to all education which does not "grow out of the nature of things and the character of the people." He is a disciple of the principle contained in Lessing's *Erziehung des Menschengeschlechts*—"Erziehung gibt dem Menschen nichts, was er nicht aus sich selbst haben könnte: sie gibt ihm das, was er aus sich selber haben könnte, nur geschwinder und leichter," provided the "Erziehung" is based on the newer idealistic conception of educational rights.—*Twelve minutes.*]

Dr. Florer was unable to be present, and, at his request, this was read by title.

## THIRD SESSION, THURSDAY, DECEMBER 29.

The session was called to order at 3.00 p. m.

The Chairman announced the receipt of a message of greeting from the Eastern meeting, which was read by the acting Secretary. On motion, the Secretary was directed to reply.

The Division then proceeded to discuss the Report of the Joint Committee on the subject of a Phonetic English Alphabet. The discussion was led by Professor F. A. Blackburn. He was followed by Professors Curme, Rambeau, and Jenkins. On motion, the Chairman was directed to appoint a committee of five to prepare a resolution embodying the opinions of the Division in regard to the report of the Joint Committee. The Chair appointed the following: Professors Curme, Jenkins, Baldwin, Rambeau, and Thorndike.

The Division then adjourned, and reassembled in Departmental Meetings.

*Romance Languages.*

Leader—Professor T. A. Jenkins, University of Chicago.

1. What French authors are especially well adapted for use in second and third year reading, *a.* in the High School, *b.* in the College? The discussion was opened by Dr. E. J. Dubedout, Prof. Lucy M. Gay, and Prof. E. P. Baillot.

2. The outlook for Italian and Spanish. Discussion opened by Prof. M. F. Liberma and Dr. A. de Salvio.

On motion, the Leader was directed to name a committee to recommend a limited number of texts most appropriate for second and third year reading.

*Germanic Languages.*

Leader—Professor John S. Nollen, Indiana University.

1. The Teaching of Lyric Poetry. Professor Camillo von Klenze, University of Chicago.

2. How may the Elementary German taught in Accredited High Schools be made equivalent to the Elementary Work done in Colleges? Mr. O. P. Klopsch, Peoria High School.

3. The Annotation of German Texts. Professor Max Batt, North Dakota Agricultural College.

The session closed with an informal symposium on the size of classes in elementary German, from which it appeared that definite limits are set only in rare cases, some institutions reporting sections numbering fifty and sixty students. It was the consensus of opinion that to produce the best results, first and second year classes should be limited to a membership of thirty. The topics introduced were discussed freely by the members of the section, and the value of such informal discussion of practical problems seemed well attested.

*English.*

Leader—Professor J. V. Denney, Ohio State University.

1. The value of the "introductory" or "general survey" course in English Literature.

It was the opinion of the section that such a study had its value, but could be best pursued by reading a limited number of masterpieces and supplementing the reading by informal lectures. The use in class of a text-book on the history of the literature was discouraged.

Thursday evening at 8.30 the members were entertained by Northwestern University at a "smoker" in the rooms of the Chicago Literary Club.

Franklin L. Head gave a smoke talk on the subject: "The Variety and Vigor of American Dialects."

#### FOURTH SESSION, FRIDAY, DECEMBER 30.

The Division was called to order by the Chairman at 9.45 a. m. The reading and discussion of papers was resumed.

7. "Mira de Amescua's *El Esclavo del Demonio*." By Dr. Milton A. Buchanan, University of Chicago. [Cf. *Mira de Amescua, El Esclavo del Demonio*, Baltimore, 1905.]

[Frey Gil in history and in literature; an unnoticed manuscript of the Biblioteca Nacional; the sources and probable date of Mira's play; its influence upon Calderon, Moreto, etc.; its relation to contemporary comedias, dealing with pacts with the devil, and the psychology of sin.—*Twenty minutes*.]

8. "Doublets in English." By Professor Edward A. Allen, University of Missouri.

[This paper consisted of excerpts from the introduction to a longer work on the same subject and selected examples of the less obvious doublets not in Skeat's list.—*Twenty-five minutes*.]

In the absence of Professor Allen, this paper was read by Professor Belden. It was discussed by Dr. Wood.

9. "The use or omission of *dass* in subordinate clauses." By Professor George O. Curme, Northwestern University.

[The origin and development of the *dass* clause was sketched. The past and present usage with regard to the use or omission of the particle *dass* was given and an attempt made to explain the principles which underlie the choice of constructions here.—*Fifteen minutes*.]

This paper was discussed by Professors Burnett and Hohlfeld.

10. "Vondel's Value as a Dramatist." By Professor Frederic C. L. van Steenderen, University of Iowa. [See *Publications*, xx, 3.]



[The paper began with a statement of the work done in Vondel's influence on Milton. Then the question was asked, why, if Vondel is chiefly known as a dramatist, his influence is practically all lyrical. In answer to this question, the influence of his time and surroundings was analyzed and found to be unfavorable to true tragedy. Then a statement of the true nature of tragedy was attempted and Vondel's conception of the tragic principle, as exemplified by his plays, was compared with it. Vondel is found to be but an indifferent tragic poet, a conclusion which leaves him in his full worth as a great lyric writer.—*Twenty-five minutes.*]

11. "The Sources of the *Barbier de Séville*." By Dr. Florence N. Jones, University of Illinois.

[While Beaumarchais undoubtedly borrowed from Molière and Regnard, there are peculiarities of incident and plot in the *Barbier de Séville*, which make it probable that, influenced by the *Tuteur Dupé* of his contemporary Cailhava, Beaumarchais also took as his model for the *Barbier de Séville* the *Miles Gloriosus* of Plautus.—*Twenty minutes.*]

12. "Dürfen and its Cognates." By Dr. Francis Asbury Wood, University of Chicago. [Printed in *Modern Language Notes*, xx, 4.]

[NHG. *dürfen* and Skt. *tīpyati* 'sättigt sich, wird befriedigt' represent the two extremes of divergent lines of development. The original base is *terep-*, the primary meaning 'rub, press.' This primary meaning is seen in Gk. *τραπέω* 'tread grapes,' O.Pruss. *trapt* 'treten,' Lith. *trepti* 'stampfen,' and figuratively in Pol. *trapić* 'quälen,' OE. *þrafian* 'urge, rebuke.' From this two main lines of development: (1) 'wear away, aufreiben, sich aufreiben,' in Lith. *trapūs* 'spröde, bröcklig,' *tīrpti* 'schmelzen,' Lett. *trepans* 'morsch,' *trepēt* 'verwittern,' MHG. *verderben*, whence 'lack, want, need' in Goth. *þaurban* 'bedürfen,' OHG. *durfan* 'Mangel haben, bedürfen, nötig haben'; and (2) 'compressed, compact,' dividing into (a) 'robust, strong, thriving' in Lith. *tarpà* 'Gedeihen, Wachstum,' *tārpti* 'gedeihen, zunehmen,' Skt. *tīpyati* 'sättigt sich,' etc., and (b) 'stiff, hard' in MHG. *derp* 'fest, hart, tüchtig; ungesäuert,' Lith. *tīrpti* 'erstarren, fühllos werden,' Lat. *torpeo*.

For the first line of development compare Lat. *trūdo* 'thrust, push, crowd,' ChSl. *truditi* 'beschweren, quälen,' OE. *þrēotan* 'wear out, weary,' ON. *þreyta* 'wear and tear, exhaustion,' *þrišta* 'fail, come to an end; want, lack; become a pauper.' For the second compare ON. *þrýsta* 'press, squeeze, thrust,' *þrýstiligr* 'compact, stout, robust.'—*Fifteen minutes.*]

13. "Grillparzer and Shakespeare." By Professor Chiles Clifton Ferrell, University of Mississippi.

[The influence of Shakespeare on Grillparzer produces downright imitation in the earlier period. (*Robert, Herzog von der Normandie*, and *Blanka von Kastilien*.) In later dramas, as in *König Ottokars Glück und Ende* and *Ein Bruderswist in Hapsburg*, the influence is strong, but it is far subtler and harder to trace.—*Read by title.*]

Reports of Committees followed.

The Committee on Change of Name of the Division recommended that no action be taken on the subject at the present meeting. The report was adopted.

The Committee on Nominations recommended as follows :

*Chairman* : Francis A. Blackburn, University of Chicago.

*Secretary* : Raymond Weeks, University of Missouri.

*Members of the Advisory Committee* :

A. R. Hohlfeld, University of Wisconsin.

B. L. Bowen, Ohio State University.

D. K. Dodge, University of Illinois.

On motion, the acting Secretary was directed to cast the ballot of the Division for these nominees.

The Committee on Time and Place reported the following recommendations :

That as a matter of general policy the meetings of the Division be held on alternate years at Chicago and on alternate years with institutions at other convenient points. That the next meeting be held at Madison, Wisconsin, if arrangements can be made for same. That the date of meeting be referred to the officers and advisory committee.

The report was adopted.

The Committee on Report of the Joint Committee on the subject of a Phonetic English Alphabet reported the following resolution :

We express our high appreciation of the labors of the Joint Committee on the subject of a Phonetic English Alphabet and our hearty endorsement of the Report as a whole.

We urge that arrangements be made whereby the Committee may confer with representatives of the proper European societies in an effort to secure international agreement.

The report was adopted.

Professor Hiram A. Vance offered the following resolution :

*Resolved*, That the sincere thanks of the Division be tendered to Northwestern University, its officers and faculties, and especially to the members of the Local Committee, for their kindness and whole-hearted hospitality.

The resolution was unanimously adopted by a rising vote.

#### FIFTH SESSION, FRIDAY, DECEMBER 30.

The meeting was called to order by the Chairman at 2.50 p. m., and proceeded at once to the reading and discussion of papers.

14. "Notes on Nature in Hugo's Earlier Works." By Professor Arthur G. Canfield, University of Michigan.

[*Twenty minutes.*]

This paper was discussed by Professor Gay.

15. "Repetition and Parallelism in the Earlier Elizabethan Drama." By Professor Frank G. Hubbard, University of Wisconsin. [See *Publications*, xx, 2.]

[*Repetition*, the repeated use of the same word, or words, in the same line, or succeeding lines of verse. *Parallelism*, the repeated use of the same form of expression in the same line, or succeeding lines. Different types of repetition and parallelism described and illustrated. The frequent use of these forms a characteristic of the Senecan plays: their use in plays of unknown authorship; in Kyd, Greene, Lodge, Peele, Marlowe; in *Titus Andronicus*, *Henry VI*, *Richard III*. Occurrence of these forms as evidence of authorship and relation of plays.—*Twenty minutes.*]

This paper was discussed by Professors Manly and Thorndike.

16. "On the Dialect of the Auchinleck and the Caius Mss. of Guy of Warwick." By Professor Henry C. Penn, Washington University.

[*Fifteen minutes.*]

This paper was discussed by Professor Hohlfeld.

17. "The Gothic Revival in England and Germany." By Professor Camillo von Klenze, University of Chicago.

[About 1750 the rationalistic attitude towards art had reached its zenith. The works of Cochin and of Mengs. Interest in Gothic art manifests itself in England. Later Goethe speaks with profound enthusiasm of the Middle Ages. In 1790 comes the first attack on the Bolognese masters: Sir Joshua Reynolds denies them inspiration. In 1797, Wackenroder's plea for simplicity and depth of feeling in art. Intense love for the Catholic past is the theme of Novalis' *Die Christenheit oder Europa* (1799) and of Chateaubriand's *Le Génie du Christianisme* (1802). Heinrich Meyer, Goethe's friend, betrays profound appreciation for Giotto and other early masters.

The Schlegels (writings of 1800-14) represent a complete revulsion in the interpretation of art. In the course of the nineteenth century, views similar to this find expression in all parts of Europe (cf. Henri Beyle in France and Ruskin in England.)—*Fifteen minutes.*]

In the absence of Professor von Klenze, this paper was read by title.

18. "Rhyme Peculiarities in the *Divina Commedia*." By Dr. A. de Salvio, Northwestern University.

[1. Shift of Accent. 2. Oxytonic rhyme. 3. Proparoxytonic rhyme. 4. Compound rhyme. 5. Equivocal rhyme of identical words. 6. Imperfect rhyme of s : s, and zz : zz.—*Twenty minutes.*]

19. "The relation of *Der bestrafte Brudermord* to Shakespeare's *Hamlet*." By Dr. M. Blakemore Evans, University of Wisconsin. [Printed in *Modern Philology*, II, 3.]

[In *Modern Philology* (II, 2) Creizenach contests Tanger's theory that the German version is derived mainly from the First Quarto of *Hamlet*, and reiterates his well known view, without adducing new material. The present paper attempts to point out difficulties in his way, and to offer proof for the Kyd theory.—*Fifteen minutes.*]

This paper was discussed by Professors Manly, Jack, and Thorndike.

20. "Antwort Michel Styfels vff Doctor Thomas Murnars murnarrische phantasey, (so er wider yn erdichtet hat.) 1523." By Professor Ernst Voss, University of Wisconsin.

[In this pamphlet, directed against Murner as an answer to his "büchlin" that was reprinted in *Publications of the Mod. Lang. Ass'n*, Vol. XI, No. 3, Styfel praises the "grossen vnd hohen ernts, of Murner's *Antwort vnd Klag*, and seems to be surprised at the dignified tone of the Franciscan. It is valuable material for the understanding and appreciation of a man whose "Charakterbild schwankt in der Geschichte."—*Read by title.*]

Adjourned.

E. E. BRANDON,  
*Acting Secretary.*